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ABSTRACT

The obvious problems encountered by the Indo-Chinese refugees coming into the United States were accentuated by the confusion, swiftness, and finality of the massive exodus. The concept of an outreach counseling program was developed to assist the Indo-Chinese in overcoming those barriers standing between them and a goal of self-sufficiency within the American culture. While this model program was designed for Indo-Chinese refugees it would be applicable to any immigrant population. Refugees needed assistance and counseling in the transition to a job environment. They needed to know requirements and qualifications for specific jobs, factors to be considered in making a career choice, and the differences between job requirements in the United States and in their native country. To help solve these problems, a program of career, educational, and vocational counseling, accompanied by assessment of immediate and long-range goals and needs, was begun in an effort coordinated with existing programs. Indo-Chinese and American counselors and volunteers were used in a team approach in an attempt at cultural interaction and ensuing understanding. This Montgomery County project focused on participants in two programs: (1) CETA/ESOL (Comprehensive Employment and Training Act) and (2) ABE/ESOL (Adult Basic Education): CETA/ESOL is designed to meet needs in language and job skill training, job counseling, and placement. ABE/ESOL is designed to meet the needs of Montgomery County residents also classified as disadvantaged because of limited English language proficiency and educational background. (Author/CKJ)

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OUTREACH COUNSELING: THE ESSENTIAL ELEMENT

SUPPORT TO INDO-CHINESE REFUGEES

DEPARTMENT OF ADULT EDUCATION
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

CG011914

June, 1977

Charles M. Bernardo
Superintendent of Schools

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Rockville, Maryland

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Mrs. Adelia Callaway Wheeler, Coordinator, CETA/ESOL Center

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Mrs. Lin Nemiroff, Director, Indo-Chinese Refugee Program, Department of Social Services, Montgomery County Government

Mrs. Sara Lovinger, Coordinator, Community Services, Montgomery College

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In the field of job training for adults, with primary emphasis on job skills, a new recognition has been evolved for the significant components of outreach counseling services.

Arnold A. Adams, Supervisor
Department of Adult Education
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OUTREACH COUNSELING FOR INDO-CHINESE REFUGEES

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RATIONALE AND PURPOSE OF MODEL COUNSELING PROGRAM

The emotional, social, and cultural adjustment that must be made in the transition to any new culture can be extremely difficult; the obvious problems encountered by the Indo-Chinese refugees coming into the United States were accentuated by the confusion, swiftness, and finality of the massive exodus. The concept of an outreach counseling program was developed to assist the Indo-Chinese in overcoming those barriers standing between them and a goal of self-sufficiency within the American culture. While this model program was designed for Indo-Chinese refugees, it would be applicable to any immigrant population.

Serious need for such a program was evident. Many refugees who had settled in Montgomery County had encountered difficulties conducting the ordinary functions of life that native residents could easily accomplish. Facilitating a personal and cultural adjustment to the United States was of great importance in their overall progress toward self-sufficiency.

Refugees needed assistance and counseling in the transition to a job environment; many did not understand the choices of careers, training programs, educational programs, and supportive services available to them. Many could not make a reasoned career choice because they were not aware of choices to be made. They needed to know requirements and qualifications for specific jobs, factors to be considered in making a career choice, and the differences between job requirements in the United States and in their native country.

To help solve these problems, a program of career, educational, and vocational counseling, accompanied by assessment of immediate and long-range goals and needs, was begun in an effort coordinated with existing ESOL programs.

In conjunction with the counseling services, it became evident that a cooperative effort with supportive services and agencies was required to meet the needs of the refugees and to overcome previous fragmentation of services.

Finally, it was determined that this program would be a cooperative effort among cultures as well as services. Indo-Chinese and American counselors and volunteers were to be used in a team approach in an attempt at cultural interaction and ensuing undestanding. In this Montgomery County project, participants in two programs were to receive primary attention: (1) CETA/ESOL (Comprehensive Employment and Training Act) and (2) ABE/ESOL (Adult Basic Education):

> CETA/ESOL is a training and employment program for the Division of Labor Services of Montgomery County Government, funded under the federal CETA program. It is designed to meet needs in language and job skill training, job counseling, and placement for residents classified as underemployed, unemployed, or economically disadvantaged.
>
> ABE/ESOL is a program funded by federal monies allocated through the state. This program is designed to meet the needs of Montgomery County residents also classified as disadvantaged because of limited English language proficiency and educational background. This program is aimed at raising educational levels toward a goal of independence. Beginning and intermediate part-time classes are held in various locations throughout the county.

PROGRAM TIMETABLE

To meet the needs of the participants, as well as the agreements of the proposal, a timetable was developed by the counseling staff. This was proposed during the first weeks of the program and

utilized throughout the year. (In retrospect, some additional time could have been included for an updating in-service program, and the volunteer training program could have been developed sooner.) The following timetable was proposed:

October	In-service training for counseling staff
	Initial assessment for CETA/ESOL
	Introduction to CETA/ESOL staff and students
	Initial statistics of CETA/ESOL
November	Start individual interviews
	Start individual and group sessions: culture and community services
	Assessment of immediate needs and job goals
	Start home visitations
December	Start outreach to ABE/ESOL
	Initial statistics of ABE/ESOL
	ABE/ESOL: community services, educational and career counseling on a continuing basis until May
	CETA/ESOL: begin volunteer speaker program on a continuing basis until April
January February	CETA/ESOL: introduction to career and training possibilities, job qualifications, types of jobs (group and individual counseling team approach)
March April	Volunteer training program (classroom volunteers)
	Classroom volunteers in job related learning activities
	Group and individual counseling (team approach)
	Follow-up interviews (team approach)
May	Student evaluation of the program
	Sources of employment information (newspapers, schools, agencies, etc.)
	Review of information, update and reinforcement
June	Program evaluation and completion of document for dissemination

COUNSELING COMPONENTS

APPROACH

The basic approach of the model program in the counseling components was to try to arrive at the point where the refugees could make their own reasoned choices after determining positive and negative aspects of a particular problem or decision. This self-decision process was often a new concept to many students and sometimes painful and difficult to initiate, but learning to make career and personal decisions was deemed sufficiently beneficial in future terms no matter how difficult in present circumstances. The approach of the counseling staff was not to create added dependence but to use cultural cooperation toward the best possible solution.

ASSESSMENT

Indo-Chinese who enter the CETA/ESOL program and consequently have access to the outreach counseling project have a wide range of abilities, skills, experience, and education. For this reason, clients referred to the CETA/ESOL program for assessment go through a series of evaluation procedures to determine appropriate placement within the center. These tests, which indicate both strength and weakness in the language, give the assessment officer a basis for evaluation in listening, speaking, reading, and writing. The assessment program has five basic tests:

Ten-Question Test

This simple written test is administered to all clients because of its basic nature. Ten questions must be answered in complete sentence form with deductions made for errors in spelling, punctuation, lack of information, wrong word order, and grammar. The result of this test often serves as a basis toward use of or elimination of more sophisticated tests which involve reading.

Ten-Question Oral

This oral test is also a basic low level performance test in which oral responses are given to ten questions. A perfect score of 100 indicates that the client has understood the question the first time at normal conversational speed and has answered appropriately. Deductions are made for additional effort required to complete the communication process.

Syllable Repetition

This test is used to determine how many syllables the client can hear, retain, and repeat back in a meaningful English utterance.

Reading Selection

This test is a simple oral reading exercise that requires no changes, revisions, or judgments on the part of the client. A short paragraph (about 150 words) is read aloud to the interviewer and problems such as word omission, inflectional endings omission, syllable omission, errors in phrasing, intonation, word attack, stress, or other reading difficulties are noted.

Placement Test

This test is a 50-item multiple choice grammar recognition test which has been normed for a population similar to those entering the CETA/ESOL program. Scores indicate suitable class placement. For many clients this may be their first experience in using a standardized test form and answer sheet.

Standardized Oral Interview

This final test may be the most difficult for the client since it requires ability in receptive and productive oral communication. No reading is required. A correct response must be given using a picture cue as the interviewer asks questions. The difficulty factor increases as the test continues. This test has a long and a short form and can be concluded at midpoint if appropriate. A standardized answer rating is used to reduce the possibility of subjective interpretation on the part of the interviewer.

Upon completion of this testing program, the interviewer conducts, in English, a short interview to determine basic information such as job goals, educational background, and employment history. Indo-Chinese counselors are used, if necessary, to assist in this part of the assessment.

This brief summary concludes the description of the basic testing procedures used for students in the CETA/ESOL program. This assessment procedure is not used for entrance into ABE/ESOL programs. This summary does not represent the full range of testing materials available or used. All tests used by the CETA/ESOL center are on file in Montgomery County Public Schools Department of Research and Evaluation and can be further examined in accordance with school procedures. This assessment program has been an ongoing project of the CETA/ESOL center and is not a result of the counseling program. Information gathered through assessment, however, has been helpful in assisting the counseling staff.

INFORMATION GATHERING AND BASIC STATISTICS

Much of the information needed for the program was gathered in an introductory interview, although on occasion additional contact was needed to establish an atmosphere of confidence. During the initial interview, the Indo-Chinese counselors attempted to determine:

Life circumstances such as health, age, family situation, transportation problems, housing, etc.

Home and family background in the country of origin

Social adjustment in the United States

Length of residence in the United States

Complete job history

Motivation for employment

Assessment of employment-related needs

Occupational goals

Special skills, interests, and aptitudes

Intellectual maturity

Language difficulties

INITIAL INTERVIEWS AND FOLLOW-UP INTERVIEWS

In the beginning phase of the program, the Indo-Chinese counselors handled the initial interviews entirely. Information gathered indicated some potential or immediate problems and the long-range

goals of a particular student. Toward the conclusion of the program, a follow-up interview in greater depth was conducted with the student, an American counselor, and an Indo-Chinese counselor to determine whether job goals, career expectations, and educational plans remained the same. This part of the counseling component was helpful in identifying those students in need of more English, an immediate job, or additional skill training.

COMMUNITY SERVICES

The counseling staff presented a program using films and written material about the area to familiarize the students with the community in which they live and its special problems and characteristics. In addition, a community fact sheet in the native language was prepared to acquaint the student with local schools, hospitals, health clinics, libraries, recreational facilities, legal assistance, and other services, as well as active Indo-Chinese organizations and volunteer agencies within the community. This program was presented in conjunction with the Montgomery County Department of Police.

HOME VISITS

A personal, one-to-one contact is most beneficial especially in terms of privacy, time, and confidentiality. As much as time permitted, the counseling staff visited homes to determine family circumstances first hand. Not all refugees were visited, and the tendency was to visit those students whose problems seemed most acute. Sometimes, however, equally severe circumstances existed with those who had been reticent to reveal problems during the initial interview. Refugees were receptive and hospitable; but as a common social courtesy, it would be best to get to know the student before going into the home, except in cases of emergency.

REFERRAL AND OTHER COUNSELING

As a result of the community services program, many students became aware of agencies around them but but did not know how to initiate contact. In such cases, the counseling staff made referrals to other agencies for such services as dental care, eye care, food stamps, and Medicaid.

Other counseling often involved various daily life problems: giving information about child care services; arranging meetings between Indo-Chinese school children, parents, and teachers; and assisting with testing Indo-Chinese school children, locating bus routes, doing income taxes, taking care of clothing needs, arranging for private tutors, resolving car accidents, applying for insurance, and handling other problems. These situations were often complicated and difficult to resolve, and a continued series of small problems often became overwhelming. Frequently, in the attempt to solve one particular problem, other related or unrelated problems resulted or came to light.

KINDS OF PERSONNEL

COUNSELING STAFF

This program employed as counseling personnel two Indo-Chinese counselors and two American counselors. The American coordinator-counselor worked full-time, the Indo-Chinese counselors worked full-time, and the other American counselor worked part-time. The counseling staff developed ideas and procedures as a team so that input would represent a bicultural approach. All the counseling staff possessed clerical abilities, and office tasks were divided among staff members. This was not an ideal situation, however; and clerical personnel should be considered in other programs.

Staff members, Indo-Chinese and American, should possess personal sensitivity to working with other cultures and a great deal of flexibility not only in outlook but also in availability on the job as well. Ability to function within a group setting, assimilate information, and convey this information to others was also important. For the Indo-Chinese counselors, fluency in English was of vital importance to the program. This project used Vietnamese and Cambodian counselors since they represented the dominant populations.

VOLUNTEER STAFF

Volunteers in this model program were expected to have proficiency in English. While knowledge of an additional language might be beneficial in other programs, it was not essential to this effort because of the language strength of the Indo-Chinese counselors.

Volunteers also must have the ability to work with other cultures and be aware of certain sensitivities. Being able to recognize specific language problems was beneficial, and some volunteers could do this. Finally, the availability of the volunteers to meet the time schedules of the counseling center, while continuing to meet their own commitments and responsibilities, was essential to the success of the volunteer program.

SUPPORT STAFF

While not officially employed in the model program, members of other agencies and organizations were extremely important to the overall objectives of this program. The counseling center was fortunate to have county and state education administrators flexible and receptive to staff suggestions, whether positive or negative. The staff was also fortunate to have extensive cooperation with many Montgomery County agencies and private volunteer groups. Their varied efforts are discussed throughout this paper and their cooperation was vital to the success of the project.

IN-SERVICE

A well-designed in-service program plays an important part in the success of a particular project. The outreach counseling staff participated in an official in-service program spread out over a week at the outset of the program. In the final analysis, this may not have been sufficient in time or content; but it was simply not possible at the beginning of the program to anticipate the wide range of problems that would develop throughout the year and the subsequent knowledge needed to solve such problems. Thus, in-service in a more informal sense continued throughout the year as the counseling staff learned of new agencies, personnel, groups, or information to assist in effective counseling of the refugees.

In-service was primarily designed to familiarize the staff with the function, purpose, and procedures of the specific model program. The staff, especially the Indo-Chinese counselors, needed to become better acquainted with the procedures and policies of the CETA/ESOL center and to become familiar with the outside sources and agencies important to the scope of the program. Therefore, the in-service was divided into (1) classroom information sessions and (2) visits to cooperating agencies that would be working with the Indo-Chinese throughout the year. The following in-service sequence was developed:

Basic introduction to the CETA/ESOL center and professional staff

Introduction, overview, and outline of the model proposal and proposed implementation of components of the proposal

Visits to Montgomery County agencies

Review of materials and visits; beginning of program assignments

Meeting of all counseling staff with state administrator and supervisor of the program

Development of program timetable

This combination of group sessions and local visits is a practical approach to the basic understanding of local agencies. Additional visits were arranged throughout the year, and others could have been made at the beginning of the program if the staff had then had a more complete concept of problems that were to develop.

VOLUNTEER PROGRAM

Volunteer programs may initiate varied activities to meet the needs of the population served. The format of the counseling center volunteer program may not be applicable or suitable for other areas or groups, but it was felt that this type of program best suited the needs of the students in their present circumstance. It would be possible, however, to make needed adaptation or to select only those features appropriate to any given situation. A very different volunteer approach might have been taken if the population had just arrived in this country. However, the majority of the students served by this counseling center had been in the United States for almost two years and had at least made some superficial adjustment to their new environment. It was thought that this approach to a volunteer program would augment adjustment to the culture. The plan was to divide the volunteer program into the following three segments:

Volunteer community speakers used for community, vocational, career, and educational information

Volunteers used in job-related activities

Contact with community volunteer programs assisting Indo-Chinese refugees

VOLUNTEER COMMUNITY SPEAKERS USED FOR COMMUNITY, VOCATIONAL, CAREER, AND EDUCATIONAL INFORMATION

Class sessions were arranged so that volunteer speakers from the community could present information sharing sessions to interested students in the CETA/ESOL center. In some cases, students, but not always all class members, were pulled from their regular English classes to attend a particular session that interested them, e.g., cosmetology and auto mechanics. After each session students were asked if there were additional questions or topics not covered by the speaker. If so, they were encouraged to consult the counselors, who in turn contacted the speakers again to clarify additional points of information. In some cases, additional response was not necessary; but as a general rule, the counseling center maintained contact with the volunteer speakers for additional assistance. For example, counselors found the Montgomery County Department of Police very helpful in solving a variety of problems that arose throughout the year. The volunteer speaker on cosmetology permitted interested students to come to the training class sessions to watch and listen to instruction. All volunteer speakers were receptive to additional requests and inquiries. The topics covered did not of course meet all of the needs of all of the students. Notably overlooked were presentations in homemaking, computer sciences, and food services, each of which should be included in other programs. The center presented representatives from:

Montgomery County Department of Police

Topics: Crime prevention, types of crimes, how to report a crime, when to report a crime, traffic violations, and safety in the home.

Bank

Topics: How to choose a bank, differences between accounts, the proper account for each individual, information needed to open an account, and personal record keeping.

Telephone Company

Topics: Types of employment, salary scale, educational requirements, educational benefits, company benefits, employer expectations on the job, good working habits, and nontraditional roles for women.

Montgomery County Employment Servicenter

Topics: Types of training programs available; educational programs; vocational programs, with emphasis on clerical, computer sciences, accounting, bookkeeping, cosmetology, health related fields, electronics, air conditioning/heating, and radio-TV repair; and job prospects in the area.

Montgomery College

Topics: College curriculum, grants and financial aids, credit by examination, ESOL requirements, full- and part-time study programs, and placement after certification.

Strayer College

Topics: College curriculum with emphasis on bookkeeping, accounting, and other business courses; ESOL requirements; and grants and financial assistance.

Cosmetology training

Topics: Qualifications for entrance, school curriculum and costs, duration of program, job prospects, personal qualifications for the job, and state testing procedures.

Auto mechanics training

Topics: Qualifications for entrance, school curriculum and costs, job prospects, and personal qualifications for success on the job.

Social Services

Topics: Medicaid, social security, food stamp program, AFDC, changes in public assistance status when taking a job, and possible changes in Indo-Chinese programs.

Health Field

Topics: Professional status of LPN, RN, and nurse assistant, differences between these positions, curriculum of training programs, duties on the job, personal qualifications for the job, and prospects for employment.

VOLUNTEERS USED IN JOB RELATED LEARNING ACTIVITIES

One of the most important problems for the Indo-Chinese refugees at this time is getting a job that offers advancement, financial independence, and security. This is a difficult task at the present time for American citizens; the problem is heightened by the cultural and language deficiencies of the Indo-Chinese. Situations that Americans expect, or at least anticipate, in the search for a job,

Indo-Chinese have had little experience with in their own culture. In cooperation with Community Services of Montgomery College, the counseling staff presented a training program for interested volunteers that included the following format:

Introduction to the program and counseling staff

Definition of volunteer responsibilities

Panel discussion: culture and customs, family life, education, beliefs, refugee status, role of women, adjustment to the American culture, and job related problems

Awareness of refugee problems

Question-and-answer period

Volunteer job assignments and schedules

Problem awareness sessions used hypothetical cases for general discussion (Appendix A). The volunteer job description also was introduced and discussed in the training program. For this particular project, it was recommended that classroom volunteers would be beneficial in:

Assisting teachers in making corrections or suggestions on practice application forms.

Assisting teachers in making corrections in job-related worksheets or workbooks. Materials related to various careers are available for this activity and can be used in accordance with English proficiency.

Reading classified advertisements and making telephone calls to find out about specific job openings. Information was needed about job qualifications, duties, and descriptions, as well as salary scale. Screening of inappropriate jobs for students with language deficiencies was also important. In the case of a job refusal, a follow-up inquiry could learn the reason for rejection.

Working directly with the Indo-Chinese counselors to match students with a particular skill to a corresponding job or to an appropriate professional organization.

Giving students instructions on how to get to an interview location by car or public transportation. Volunteers could be used to transport students to the difficult first interview if necessary.

Working with the students in practice interview sessions on tape and drilling a grammatically correct English response. The counseling center kept on hand a series of 40 possible questions to be used as a guideline. Feedback to the teachers was important because it was an indication of the first impression a prospective employer might get.

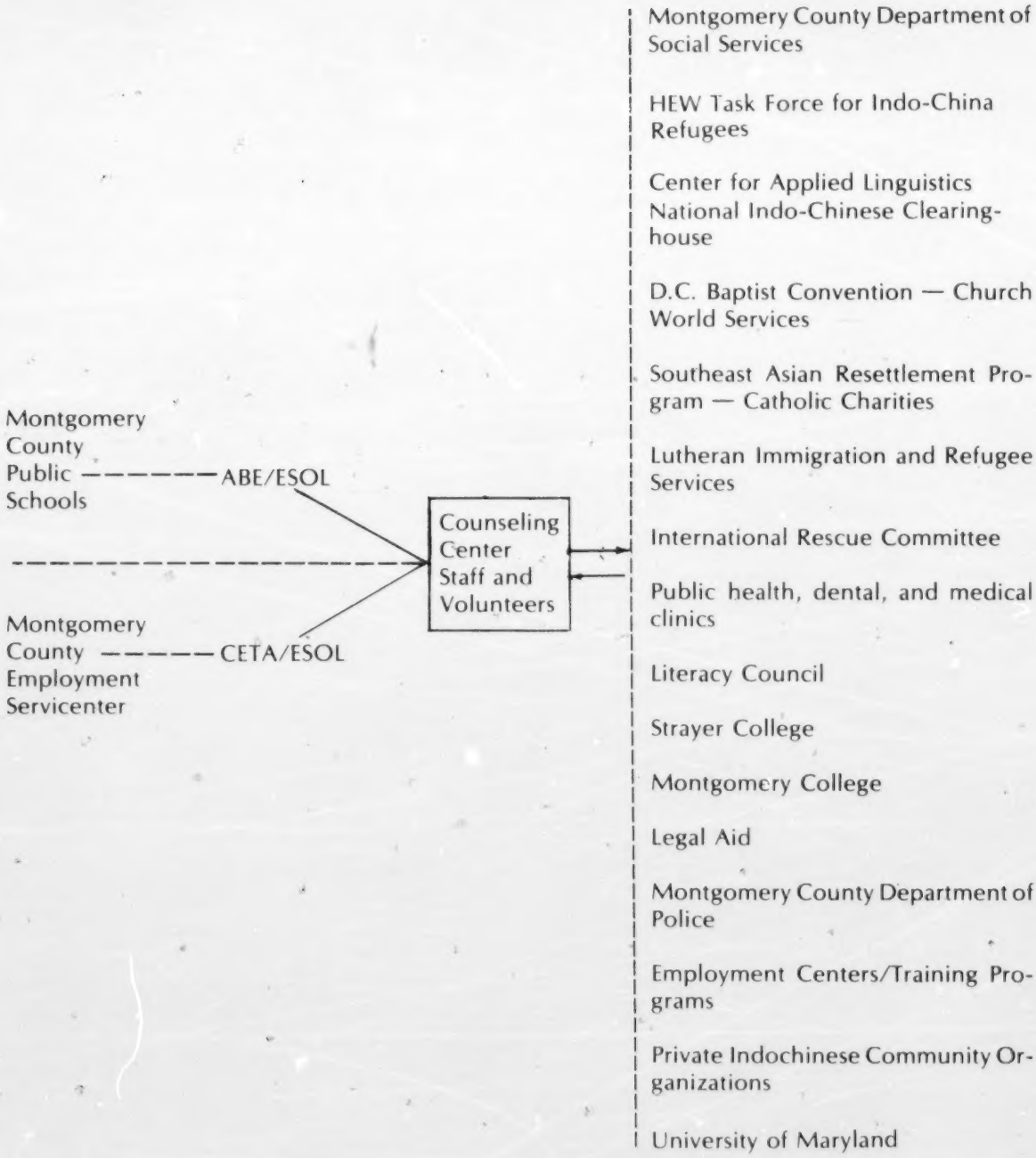
Offering any additional practical information necessary in making the step from the classroom to a job situation.

CONTACT WITH COMMUNITY VOLUNTEER PROGRAMS ASSISTING INDO-CHINESE REFUGEES

The final stage of the volunteer program was thought to be advantageous to the Indo-Chinese community after the counseling center had closed. It was thought that by contact with other volunteer agencies, future programs and considerations would be identified and information shared with the Indo-Chinese community.

INDO-CHINESE OUTREACH COUNSELING

COMMUNITY AGENCIES


Montgomery County Department of Social Services
HEW Task Force for Indo-China Refugees
Center for Applied Linguistics National Indo-Chinese Clearing-house
D.C. Baptist Convention — Church World Services
Southeast Asian Resettlement Pro-gram — Catholic Charities
Lutheran Immigration and Refugee Services
International Rescue Committee
Public health, dental, and medical clinics
Literacy Council
Strayer College
Montgomery College
Legal Aid
Montgomery County Department of Police
Employment Centers/Training Pro-grams
Private Indochinese Community Or-ganizations
University of Maryland
Montgomery County Public Schools
ABE/ESOL
Counseling Center Staff and Volunteers
Montgomery County Employment Servicenter
CETA/ESOL

LITERACY COUNCIL

In Montgomery County the Literacy Council uses private tutors on a volunteer basis to assist in English language learning. After the counseling center closes and perhaps at the conclusion of other English classes, the Literacy Council could help students who required additional hours in English and even offer reinforcement for those in more intensive programs. The Literacy Council has an impressive training program for their volunteers before they begin instructing students. The counseling center referred many students to the Literacy Council tutoring program, and it was extremely helpful in every request with follow-up information. Positive feedback from individual students also has been received.

VOLUNTEER AGENCIES

During the time the model program was in operation, the Montgomery County Deparlment of Social Services developed an extensive program to assist Indo-Chinese refugees.

The director of this program was interested in combining efforts of volunteer organizations and community agencies. A staff member of the counseling center attended these meetings. Other participants included Southeast Asian Resettlement Program — Catholic Charities, D.C. Baptist — Church World Services, Prince Georges County Department of Social Services, Montgomery County Employment Servicenter, International Rescue Committee, Prince Georges County Manpower, Maryland State Employment Service, and Lutheran Immigration and Refugee Services. These meetings were beneficial to the counseling staff because of information learned about continuing services. The contact and cooperation the counseling staff had with the social services program was invaluable not only to the outreach staff but, more importantly, to the students themselves. Finally contact with the active Indochinese organizations was important to the center because it often reflected current thought or new ideas. The Indo-Chinese counselors were active in local organizations; and in any additional program of this type, similar action should be encouraged.

INFORMATION TO THE INDO-CHINESE COMMUNITY

For those students enrolled in the CETA/ESOL program, it was easy to maintain continued contact because of location. Classroom sessions were held during which information and materials were distributed to the students. It was easier to conduct personal interviews and pursue follow-up at this center.

For those in ABE/ESOL, the Indo-Chinese counselors attempted to visit all county ABE/ESOL classes in which Indo-Chinese were enrolled. If it was not possible to meet the students in their classroom, telephone contact and home visits were made.

For both groups printed materials were either available as handouts or mailed. Information from the HEW Task Force for Indo-China Refugees and from the National Indo-Chinese Clearinghouse of the Center for Applied Linguistics was often important to the students.

Finally, flexible office hours were arranged so that counselors were available as much as possible to meet the students and answer questions.

STUDENT OPINION OF THE PROGRAM

The counseling staff sought student opinion and evaluation by the students in ABE/ESOL and CETA/ESOL about the model program. Results of the opinion poll are included in Appendix C. The counseling staff had only limited experience in the development of an opinion poll, and the

development of a more professional instrument might be included in plans for future consideration. Likewise, it was a relatively new experience for the Indo-Chinese students, who are extremely polite and willing to discuss cultural differences, but have not been consulted in the past to make any critical judgment of educational programs. Those surveyed in the CETA/ESOL program (over 90 percent of those enrolled in training at the time of the poll) gave a favorable response to the overall performance of the program, expressed opinions about particular volunteer presentations, and were asked to offer possible revisions in a similar program. Some suggestions were made, and a compilation is included in the appendix. To encourage honest evaluation, respondents were not identified in the poll.

A similar poll was mailed to all students contacted through ABE/ESOL; however, while response was favorable, the return of the questionnaires was limited. The counseling staff asked similar questions about the overall performance of the program and asked for suggestions for revision.

To make a general statement, the program was received with gratitude by the Indo-Chinese community, perhaps more so in CETA/ESOL, which was anticipated, and was considered beneficial to all.

PROJECT FINDINGS

Because of the short time span involved in this model program, it is extremely difficult to ascertain concrete findings. However, some broad generalizations can be made and may prove beneficial to other programs.

On the positive side, the office served as a source of accurate information by keeping on hand resources about jobs, educational programs, referrals, and other needed services. The counseling staff was often in the business of "rumor squashing," especially in terms of misconceptions about successful careers or beneficial training programs. As new information became available (a continuing process), members of the counseling staff tried to keep each other informed, as well as students and teachers.

The office also served as a sounding board for students to express their ideas, opinions, and problems. This was helpful, especially in that other students became aware of the fact that they were not alone in their difficulties and that a lot of self-help was engendered.

The volunteer speakers in the school not only gave the students a first hand source of information, but also the CETA/ESOL staff learned about new policies or programs as well. In conjunction with the speaker program, the counseling staff clarified some misconceptions about certain careers or occupational goals.

The counseling center was a resource for the classroom teachers, freeing them from time-consuming problems. Most of the staff in the CETA/ESOL and ABE/ESOL programs are employed part-time and do not have time to follow up on complex counseling problems. Communication between counselors and teachers was especially helpful in terms of classroom performance in relation to realistic job goals.

One of the most positive returns of the program was the idea of Indo-Chinese helping Indo-Chinese, a kind of self-help project. Related to this was the personal example the Indo-Chinese counselors set in terms of their demonstrated ability to learn English and adapt to a new culture.

The program had difficulties with space availability and privacy, with various activities going on simultaneously in the same room. However, it would have impaired the program if the staff had been located in some isolated center. More important than privacy to the success of the program was a location where students could make easy contact. Related to this location, the Indo-Chinese

counseling staff was located in the CETA/ESOL center where students of many nationalities study. It was sometimes difficult to confine services to a single population in an area where other populations also needed services.

It was extremely difficult for the counseling staff to keep in continued contact with the students in ABE/ESOL classes because of varied locations and meeting times. A lack of a centralized meeting place hindered this part of the program as did time conflicts with classes and jobs. It is unfortunate that this group is probably the most isolated from the community and its services and in the greatest need of additional counseling and language programs to assist in their adjustment.

As in any short-term project, there simply was not enough time to complete all things that needed to be done. Some loose ends resulted. One feature that may have been overlooked in the original plan of the proposal was the Indochinese concept of time and consequent difficulties in meeting deadlines. Also in a short-term project, if a particular procedure failed, or it became apparent that a different approach would have been more successful, there was little time to correct the flaw. If the program could have been developed sooner, as much as a year earlier, some difficulties would have been resolved; and the program would have served more refugees.

Lastly, there existed a problem that also had within it elements of success. In facing any difficulty, getting the problem solved sooner was facilitated by the fact that the counseling staff could communicate with the student and the family in the native language. This was one of the most important elements in the program. However, where the primary function and purpose of a group is to learn English, as in the *intensive* CETA/ESOL program, use of English should be encouraged as much as possible.

ITEMS FOR REPLICATION

For Indo-Chinese refugees, or any population moving into the American culture, a counseling program is necessary to individual personal adjustment; a counseling program serves as a bridge toward positive adjustment to the wider community. It is important that a counseling program not be carried out in isolation, but rather with a language or job skills program, religious or community center, or any place where students can regularly and consistently attend and where counselors are readily available for contact. Although difficult in implementation, contact between counselors, adult language students, and their children is necessary in view of conflicting pressures felt in school and a more traditional environment in the home. A series of presentations to assist in cultural adaptation to the new community is beneficial for adult students and family members who wish to attend. The result of such a program would be understanding, not Americanization, with a retention and appreciation of native culture. The counseling components of the model program can be utilized by counselors in any center as an introduction to the students and their needs. Counseling in general for the Indo-Chinese may take a new direction in the near future as disabling anxieties related to their total upheaval remain unresolved.

The concept of using both American and other nationality counselors is advisable because the best solutions come from a team approach, with ideas and considerations submitted from both cultures. In this program it was Indo-Chinese helping Indo-Chinese, but this concept can be applied to any culture group. For non-American counselors, it is essential that they be bilingual so that nuances of a particular circumstance are not lost in translation. These counselors must have made a strong personal adjustment to the new environment, demonstrate personal competence in counseling, and be as bicultural as possible.

Language learning seems to be more stimulating if varied activities are employed and more effective if related to performance in the new culture. Library facilities, community resources, large and small group work, individual contact through home visits, personal interviews and follow-up, and visits to training and job sites all are beneficial. These activities, however, should augment English learning, not intrude upon it.

The direction taken by any volunteer plan depends on the needs of the target population and the community, as well as the availability of volunteers. The length of the program, the time the students have been in the country, and the physical location of schools and centers must also be considered. Training may or may not be necessary, but volunteers must be aware of their specific responsibilities and duties. For all volunteers, guidance and interest in their contribution is vital.

Finally, for any program, a cooperative effort among agencies with clearly defined limits, authority, and responsibility is necessary to produce a desired positive result. Services should not overlap or conflict.

Specific factors to consider in replication are as follows:

1. Vocational, educational, cultural, and referral counseling is necessary to facilitate successful adjustment to a new culture.

2. A counseling program should not be done in isolation but in conjunction with a language or job-skill program.

3. Counseling should not create additional dependence but rather encourage a cooperative solution to a particular problem.

4. Counselors should encourage students to make their own reasoned choices.

5. Counseling should be done in privacy and confidence.

6. A counseling center should be an area of free expression for the student.

7. Initial interviews may establish immediate needs or goals, but continued contact and follow-up is vital to a counseling program.

8. American and non-American counselors should work as a team in approaching a particular problem.

9. Family counseling, community involvement, and parent/teacher/student cooperation should be encouraged.

10. Non-American counselors should be bilingual and bicultural.

11. Counseling staff should be flexible, sensitive, and receptive in outlook.

12. Counseling staff should maintain flexible hours.

13. The counseling staff should keep materials up-to-date and readily available for students, associates, and other contacts as well.

14. In-service staff training programs should include visits to cooperating agencies as well as program planning sessions.

15. Volunteer programs should take into consideration the needs of the population served, characteristics of the specific community, and availability of volunteers.

16. Volunteer programs should be related to meeting the needs of the student in relationship to his performance in the new culture.

17. Volunteer and counseling programs should augment English language learning.

18. Home visits are beneficial in determining life circumstances and immediate needs first hand.

19. Visits to job sites, training programs, and educational institutions are beneficial learning experiences for the students.

20. Continued contact and cooperation with outside agencies is vital to avoid duplication of service.

APPENDIX A

Volunteer Training Program: Problem Awareness Sessions

During the volunteer training program, a section on problem awareness was introduced to generate open discussion about the difficulties facing Indo-Chinese refugees. Each case was to be read individually, and the participants were encouraged to express opinions about what could be done in each case. This procedure was used basically as a general guide to determine how each volunteer might influence or handle a specific problem. The cases were all hypothetical but represented the kinds of situations students faced. For each case, the participants were asked to consider:

What inside/outside influences are important to their life situation?

What practical advice can you give?

What alternate solutions could be worked out?

What career or training choices might seem best?

English levels are related to standards set by the CETA/ESOL program.

L = Listening	0 = Preparatory
S = Speaking	I = Inadequate
S = Reading	II = Basic
W = Writing	III = Working
CA = Cultural Adaptation	IV = Academic

1. Laotian male (single, age 24)

   No family in this country; shares an apartment with two other young Laotian men. He completed one year of high school and had a brief career in the Army. He is interested in college work, but he has heard that radio/TV repair is a good field for employment. Even though he is not enthusiastic about the training, he thinks it will bring him a well-paying job. While he wants some type of training, he is also interested in a job as soon as possible because he wants to buy a car. He seems confused about educational goals and job prospects.

English Levels	L	S	R	W	CA
	I	I	II	I	I

2. Vietnamese male (married, age 43)

   Completed two years of college in Vietnam and had his own business with the family. He has three children in a local school. He is employed in this country but only part-time as a dishwasher at the minimum wage. His employer has verbally promised a better position and a raise in salary as soon as possible. While employed, he is also attending an auto mechanics training program but has completed only five weeks work. Neither type of work appeals to him.

English Levels	L	S	R	W	CA
	III	II	II	II	II

3. Laotian male (married, age 58)

Physical handicap from a war injury. He has five children, and two are interested in starting college as soon as possible. He had a position of importance in his own country but has been rejected in all job interviews to date. His wife speaks little English and is very dependent on him. His progress in the beginning of the English class was good, but teachers indicate he has regressed recently. He says he will "do anything" but continually asks what he can do considering his language and age problem.

English Levels	L	S	R	W	CA
	I	II	II	II	I

4. Cambodian woman (single, age 31)

Completed one year of high school in her country and worked as a cashier. She now lives at home with four other family members including her father. She is very shy, quiet and lacks confidence in her ability. She has no car. She had a job in the United States in a factory for three months but quit to study English. She wants to begin computer training as soon as possible, but teachers doubt her English will be sufficient to get her through the training course.

English Levels	L	S	R	W	CA
	II	I	I	I	I

5. Vietnamese woman (widow, age 50)

No previous work experience in her native country. Some skills in cooking and sewing. There are five children in the home and two remain in Vietnam with no word of their condition. She receives public assistance and one son works part-time. She sees no future for herself in this country and misses her homeland and family.

English Levels	L	S	R	W	CA
	I	0	0	0	0

APPENDIX B

The following study represents a compendium of difficulties, problems, and situations typically associated with the refugees.

Of course, it does not represent the problems that a *single* family may face; and there is no intent to exaggerate circumstances but rather to illustrate for other counseling programs the kinds of frustrations refugees have frequently experienced. It is certainly the hope of the counseling staff that no one family would have to face such a series of debilitating crises, but in fact refugees do often have a multiplicity of problems while trying to cope with their entrance into a technical society unfamiliar to them.

It is also not an example of blame or responsibility. The situations are hypothetical but illustrate the confusion and conflict that can result.

Notes on a Typical Refugee Family

Father: Vietnamese
Age: 46
Education: Completed Catholic high school
Employment: brief Army career; government clerk
Medical: head injury in war

Mother: Vietnamese
Age: 40
Education: Completed one year of high school
Employment: no job history, some sewing skill

5 children: 2 remain in Vietnam with relatives but no word has been received. 3 children here, ages 3, 13, 18. The two younger children are female. The wife's father, age 64, lives with the family.

Guam

After a harrowing escape, the family arrived in Guam. Their first reaction was to get even further away, and they were confused and scared about their present circumstances. Processing in the camp took a long time, with long lines, and many waited for months. American dependents and former employees took priority. Conditions on Guam were crowded, and many refugees lived together in cramped quarters. Facilities and activities were limited; the food was strange. Eventually the family was sent to a mainland camp where facilities were better. Then it was necessary for the family to acquire a sponsor in order to leave the camp. Word filtered back that some sponsors did not live up to their part of the agreement; refugee families were not aware of what to expect or what was expected of them. Some sponsors were very generous and even bought cars for the refugees. There was disatisfaction among the families who did not feel they were being treated equally.

Maryland

From their camp in Pennsylvania, in the summer of 1975, the family acquired a sponsor. The sponsor took the family into the home, but he felt the refugee family should reciprocate by performing household chores. The husband resented this type of work because of his general white collar background. The wife did not understand instructions given in English and spent much of her day in tears. A brother living in Maryland encouraged the family to move there. They broke with the sponsor and moved to Maryland.

Even though the brother had encouraged the family to move to Maryland, he was investigating the prospects of moving to California because of rumored job opportunities, good social service benefits, and a mild climate. For the time being, however, the entire family moved in with the brother in his small apartment. They were very cramped and had little privacy.

The father heard that the local social service agency could assist him. He went to their office and was informed that low rent housing required a long waiting period and would probably take months to get in. He was advised, however, of other apartment complexes where rent was relatively low. At the same time, he applied for public assistance, Medicaid, and food stamps. He was very embarrassed

about this but saw no other choice. The family moved to another apartment, borrowing money for the unanticipated deposit; but monthly rent left little for other needs. The brother finally made the break, moved to California, but lost his apartment deposit because the manager found out about the other family living in the apartment and considered this a breach of contract.

In the apartment complex, maintenance was ignored and the family had continual plumbing problems. In retaliation for their complaints, the manager said the neighbors had complained about the noise in the apartment and the strange cooking odors. This was the beginning of excuses seemingly related to getting the family to move out. The 13-year-old daughter was harassed by larger children in the complex, and the adults were ignored or barely tolerated by other tenants.

The father recognized his need to learn English to be able to support his family. He had constant headaches worrying about his situation; the whole family was in a state of continual frenzy. Finally, the father applied for entrance into a local community college. Most students in the class were his son's age, and they seemed to learn faster than he could. He continued the course, however, but only on a part-time basis.

Needing job training in this country, he went to a local employment agency and was informed that he needed more English before he could be considered for employment. He was referred to a federally sponsored training program in bookkeeping/English, but he had to wait for enrollment. Finally he enrolled full-time and seemed to enjoy the class because he was with other adults and felt more at home.

The son enrolled in a local high school where he had difficulty with academic work. He lost interest and began to associate with undesirable companions. This put him in direct conflict with his father and grandfather because it appeared the son did not show the proper respect for his elders. He got a part-time job in a restaurant, but felt the money should be his to spend on personal needs.

Meanwhile, the father became less enchanted with his training program because he had studied bookkeeping in his native country; but the French system used there was different. He resented starting at the beginning again. The young classroom teacher corrected him publicly and in the father's opinion failed to show the proper respect for his age and experience. This influenced classroom performance.

The father was also criticized for being late to class because the bus was often late. This struck him as inappropriate since he did not attach any significance to being on time. The son persuaded the family to buy a car.

The local bank rejected a small loan request because of the family situation. A local car dealer, however, allowed them to purchase a new car through his credit program. They were easily convinced to purchase some extras, also. The family was not aware of insurance, maintenance, and monthly costs for the car; and they ended up borrowing extra money from the brother to meet the initial outlay of expenses.

In order to drive the car, the father and son took the state driver's test. The father eventually passed the test, but the son passed it the first time. Because he had a license, the son drove the father to school every day and then had responsibility for the car. One day, while driving with friends, the son missed an exit on the freeway and came to a complete stop in a lane of moving traffic. This created a three-car collision with witnesses saying that the boy was at fault. Extensive damage was done to the car; and the family was confused about insurance, liability claims, and estimates. The car was eventually fixed but only after long negotiations with insurance companies and other drivers. The son was then only given limited access to the car. Between the car payments and the rent, the family was more strapped than ever.

The mother was left at home during the day where only Vietnamese was spoken to the small child and the father. Her English was not improving under those circumstances. She learned of a free class, two

nights a week; and while she felt she needed more class time, she enrolled in the course. The teacher was as helpful as she could be given the limits of her time and advised the students about taxes, alien registration, and other situations. The class had many other Vietnamese in it, and the mother used her native language whenever possible. She did not seek friendship with non-Vietnamese in the classroom.

Because she was learning more English, her confidence was bolstered and she began to venture out more during the day. However, while she was shopping, her wallet was misplaced or stolen and she lost her refugee identification card, Medicaid card, and $35.00. Because of her background, she tended to carry important papers with her and did not know much about banks and checking accounts.

The daughter in school was making excellent progress in terms of classroom performance because of the great respect in which the family held education. She did not understand the brash behavior of American students toward authority and teachers. One day on the playground, in a physical education game that she did not fully understand, she fell and broke her wrist. The mother was called, and the daughter was taken to a local clinic for treatment and X rays. The lost Medicaid card complicated this situation; bills came to the house for months until the problem was cleared up.

Correcting the loss of the Medicaid card and the identification card took a great deal of effort, and the family was confused about why things took such a long time to complete. Those serving them had rules and regulations they had to abide by, although they did the best they could.

Finally, the Tet holiday arrived; and the family got to see many old friends in the area. Some people of lower position in the native country were doing well in jobs, and the father was disturbed about this. The celebration was good in that old friends were met, but memories of family left behind also came to the fore. The holiday was mixed with sadness. The brother sent greetings from California and continued to encourage them to come there.

The father decided to quit his bookkeeping class because he was convinced that he knew all the material. A local employment agency sent him to a series of job interviews, but he was repeatedly rejected. Finally, he was placed in a local department store at a minimum wage. His public assistance was adjusted accordingly. He was somewhat pleased with his job because he was employed as a clerk, a white collar position. The job, however, was eight miles from home; and he felt it was too far away.

Income tax time had arrived; and the family was not too sure of what was expected, but they struggled, with a friend's help, to fill out the forms. They were eventually to be returned for correction of minor errors.

The mother's class was still in session; and one evening, while on her way home, she was assaulted and robbed. She was taken to the local police station, and the family was called. It was difficult to make the family understand the complex and technical questions. The mother was in shock but completed lengthy medical tests, personal interviews, and counseling. She became despondent, withdrew completely, and dropped out of the English class.

Her father, while sympathetic, had such health problems that he depended on family members for assistance. He needed glasses, but the prescription he was given was wrong. More serious, however, was the condition of his teeth. Treatment of the problem was not covered by social services, and private sponsors agreed to assist him. However, the money ran out before the treatment was completed.

The entire family seemed to be overcome with problems, and a solution did not seem to be in the offing. Having suffered through a very long, cold winter, the family finally decided to move to California. The family hoped that this would be a new start on life.

APPENDIX C

Student Opinion Poll

Indo-Chinese Outreach Counseling

Country _____ Male/Female _____ Age _____

Class _____ CETA/ESOL

A. As an overall opinion, how would you rate our program to date?

a. 34% Excellent c. 6% Fair
b. 60% Good d. 0 Poor

B. Do you think this program so far has been helpful to you?

a. 100% Yes b. 0 No

C. Do you think such a program should be continued for future trainees in the CETA/ESOL center?

a. 100% Yes b. 0 No

D. Of each of the classroom sessions that we have planned, which has been the most beneficial to you personally? (Indicate your opinion of the presentation)

	Percentage				
	Excellent	Good	Average	Fair	Poor
1. Montgomery County Police Department	39%	51%	10%	0	0
2. Montgomery County Employment Servicenter	30%	57%	11%	2%	0
3. Bank	2%	56%	30%	10%	2%
4. Telephone Company	8%	60%	28%	4%	0
5. Montgomery College	8%	59%	23%	10%	0
6. Auto Mechanics	28%	49%	17%	6%	0
7. Nursing/Health	23%	54%	23%	0	0
8. Strayer College	8%	69%	15%	8%	0
9. Cosmetology	13%	61%	17%	9%	0
10. Social Services	14%	58%	22%	6%	0

E. Which topics or areas of interest have we overlooked, and what additions do you think we should include in this program or in other programs?

Computer sciences, food services, homemaking (cooking, sewing, crafts)

F. What changes would you recommend if there were future programs such as this?

G. Additional comments:

Student comment generally related to the CETA/ESOL program rather than the counseling program specifically.

APPENDIX D

Indo-Chinese Outreach Counseling

Center _____ Date _____

1. PERSONAL:

   Name _____ Sex M F Age _____

   Address _____

   Social Security _____ Marital Status _____ Dependents _____

   Nationality _____ How long in the United States? _____

   Do you _____ have a car?
   _____ have a drivers license?
   _____ use public transportation?
   _____ share a ride to school?

   Health problems
   _____
   _____
   _____

2. EDUCATIONAL BACKGROUND:

   Highest grade completed _____ Where? _____

   Degrees or certificates received _____

   Fields of specialization _____

   Special interests/aptitudes/skills _____

   Primary language _____ Other languages _____

3. JOB HISTORY:

   a) Job title _____ Where? _____ How long? _____

   b) Job title _____ Where? _____ How long? _____

   c) Job title _____ Where? _____ How long? _____

   d) Any employment in the United States? _____ How long? _____

      Where? _____

   e) Occupational goals in the United States 1. _____

      2. _____ 3. _____

4. COMMENTS:

Personal Interview Record

Name _____ Date _____

Center _____ First contact _____ Follow up interview _____

Educational development:

Career plans:

Home circumstances:

Intellectual maturity:

Motivation for employment – employment related needs:

Comments/recommendations:

_____
Interviewer

Indo-Chinese Outreach Counseling

Cumulative Record Action Sheet

Name _____

Center _____

Teacher _____

Entry Assessment
Listening _____
Speaking _____
Reading _____
Writing _____
Cultural Adaptation _____

Class Level _____

	Date	Action Taken	Follow Up
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

COUNSELING SERVICES DATA SHEET

Name	Assessment					Basic Data					Counseling Plan						Employment Plan						Effect of Counseling Plan	Effect of Employment Plan
	Assessment Date	Class Level	Re-Assessment	Age		Initial Contact	Male/Female	Center	Nationality	MC Resident	Individual Interview	Follow-up Interview	Home Visit	Community Services	Referral/Other		Career/Group/Team	Career/Individual Follow-up	Education/Training Group/Team	Education/Training Individual Follow-up	Other			